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AUTHOR Corbett, Jenny; Barton, Len
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ABSTRACT

This book focuses on the notion of "transition to adulthood" for students with special educational needs, exploring it in terms of class, race, gender, and disability differences and relating it to social, economic, and political influences. Chapter 1 sets the stage, arguing that the special needs area has largely developed in British further education on a charitable basis. Chapter 2 examines the extent to which prevailing notions of "adulthood" individualize and simplify complex issues, presenting an undifferentiated view of young people and the social world in which they live. Chapter 3 focuses upon recent curriculum frameworks designed for students with special educational needs in further education. Chapter 4 examines the experiences of some young people in their quest for training in vocational skills in three areas: the training for employment offered to young people with learning difficulties and disabilities and the extent to which it is an empowering process; ways in which young people are supported in finding and keeping employment; and alternatives to employment and the degree to which they offer choices. Chapter 5 examines how a struggle for choice permeates all aspects of independent living in the community. Chapter 5 considers responding to special educational needs as an integral part of an equal opportunities policy. Chapter 6 examines the complex and constantly changing role of special needs coordinators. Contains 219 references and an index. (YLB)

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